

EYFS Long term plan 2024/25

EYFS	Autumn 1 7 weeks 2 days All about me and my superheroes	Autumn 2 8 weeks Dinosaurs and Celebrations	Spring 1 6 weeks Under the sea	Spring 2 7 weeks Traditional Tales	Summer 1 4 weeks Farmyard	Summer 2 6 weeks Minibeasts
Key texts	The Colour Monster Super duper you Elmer Supertato Superworm Non fiction Doctors. Nurses Police and firefighters	Harry and His Bucket Full of Dinosaurs Never let a diplodocus draw We're going on a dino hunt Stickman Jolly postman Hurry Santa!	The pirates next door Captain loves underpants Tiddler Rainbow fish The snail and the whale Sharing a shell	Three little pigs Goldilocks and the three bears Little red riding hood Jack and the beanstalk Rapunzel Gingerbread man	What the ladybird heard Farmyard hullabaloo	Oi frog The very Hungry caterpillar Arghh spider
Literacy Writing	<u>The colour Monster</u> <u>Super duper you</u> <u>Elmer</u> To copy letter shapes which are familiar to them e.g. from their name. To give meaning to the marks they make as they write. To copy taught shapes and letters. To write the initial sounds in words. To begin to write CVC words using taught sounds	<u>Harry and His Bucket Full of Dinosaurs</u> <u>Never let a diplodocus draw</u> <u>Hurry Santa!</u> To write their name. To use the correct letter formation of taught letters. To write words and labels using taught sounds. To begin to write captions using taught sounds.	<u>Tiddler</u> <u>Rainbow fish</u> <u>The pirates next door</u> To form lower case letters correctly, from the correct starting point. To begin to write sentences using finger spaces. To spell words using taught sounds, including special friends. To spell some tricky words correctly.	<u>Three little pigs</u> <u>Goldilocks and the three bears</u> <u>Little red riding hood</u> To begin to form capital letters correctly. To understand that sentences start with a capital letter and end with a full stop. To write sentences using finger spaces and full stops. To spell words using taught sounds, including diagraphs .	<u>What the ladybird heard</u> <u>Farmyard hullabaloo</u> To form lower and capital letters correctly. To begin to write longer words which are spelt phonetically. To begin to use a capital letter at the start of a sentence. To begin to read their written work back and check for meaning. To use finger spaces when writing a sentence.	<u>Oi frog</u> <u>Hungry caterpillar</u> <u>Arghh spider</u> ELG: Write recognisable letters, most of which are correctly formed. -Spell words by identifying sounds in them and representing the sounds with a letter or letters. -Write simple phrases and sentences that can be read by others.

EYFS Long term plan 2024/25

Phonics	Children will progress through the Twinkl phonics with half termly assessments and daily opportunities to read, write and apply their phonic skills. Children will be taught to read words consistent with their phonic knowledge by sound-blending; read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words					
Maths (WhiteRose)	Match, sort and compare Talk about measure and patterns it's me 123	(cont) Its me 1,2,3 Circles and triangles 1,2,3,4,5 Shapes with 4 sides.	(cont) growing 6,7,8 Length, height and time Building 9 and 10 Exploring 3-D shapes	Alive in 5 Mass and capacity Growing 6,7,8	To 20 and beyond How many now? Manipulate, compose and decompose	(cont) Manipulate, compose and decompose Sharing and grouping Visualise, build and map Make connections
RE	God creation Unit f1 why is the word God special to Christians?	Incarnation F2 Why is Christmas special for Christians?	Salvation F3 Why is Easter special to Christians?	F4 Being special where do we belong?	F5 Which places are special and why?	F6 Which stories are special and why?
PSHE (Kapow)	Self-regulation: My feelings	Building relationships: Special relationships	Managing self: Taking on challenges	Managing self: Taking on challenges	Building relationships: My family and friends	Managing self: My wellbeing
Music (Kapow)	Exploring sound	Nativity rehearsals Celebration music	Musical stories	Music and movement	Transport	Big band
Computing (Kapow)		Computing systems and networks 1: Using a computer	Programming 1: All about instructions	Computing systems and networks 2: Exploring hardware	Programming 2: Programming Bee-Bots	Data handling: Introduction to data

EYFS Long term plan 2024/25

<p>Expressive Arts and Design</p>	<p>Exploring mark making through different drawing materials. Beginning to draw from observation using faces and self-portraits as a stimulus.</p> <p>Improving fine motor/scissor skills with a variety of materials.</p> <p>Junk modelling</p> <p>Songs and rhymes</p> <p>Role playing home corner and super/real life heroes</p> <p>Reacting stories and events</p>	<p>Linking colours to festivals</p> <p>Christmas artwork and nativity performance</p> <p>Exploring creating secondary colours</p> <p>Songs and rhymes</p> <p>Role playing- story enactments</p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p>	<p>Exploring with a wide range of ‘junk modelling’ and natural materials, making simple forms.</p> <p>Songs and rhymes</p> <p>Begin to share their creations, explaining the process they have used.</p>	<p>Developing cutting, threading, joining and folding skills through fun, creative craft activities.</p> <p>Story enactments of traditional tales</p> <p>Baking our own gingerbread men</p> <p>Exploring with a wide range of ‘junk modelling’ and natural materials, making simple forms.</p>	<p>Refine drawing skills so that they can represent objects with increasing skill.</p> <p>Make use of props and materials when role playing characters in narratives and stories.</p> <p>Songs and rhymes</p>	<p>Exploring the sculptural qualities of malleable materials and natural objects; developing the use of tools and joining techniques; designing and making clay animal sculptures.</p> <p>Evaluate their end products with suggestions to improve</p> <p>Songs and rhymes</p> <p>To recognise music that is ‘fast’ or ‘slow’ and can match thier body movements to the speed (tempo) or pulse (beat) of music</p>
<p>Understanding the world</p>	<p>Daily calendar/Observational Walks/Forest School</p> <p>Revisit Seasonal changes each term and spend time looking at the current Season to develop an understanding of the effect of changing seasons on the natural world and humans. This includes opportunities for exploration of the Seasons and Weather during Continuous Provision. Through forest school and community walks we will explore the natural world around us, describing what we see, hear and feel</p>					
<p>Links to Science</p>	<p>Exploring our classroom and school environment – Materials, developing language of properties, Sinking and floating</p> <p>Sorting and classifying.</p> <p>The human body ; parts of my body and my senses</p> <p>Talk about the lifecycle of a human (baby, toddler, child, teenager, adult)</p>	<p>Animal habitats; caring for the planet</p> <p>Things creatures need to survive</p> <p>To observe the growth of seeds and talk about changes</p> <p>To know how to care for growing plants</p> <p>To learn about lifecycles of plants and animals</p> <p>To know that some animals are nocturnal</p> <p>To know about and compare different habitats</p>	<p>Life cycles of chicks, butterfly, caterpillars</p> <p>Animal habitats</p> <p>Name and identify common groups of animals.</p> <p>Talk about things creatures need to survive</p> <p>Name the material from which objects are made: paper, wood, plastic, glass, metal, pottery, fabric.</p>			

EYFS Long term plan 2024/25

		Explain that when water gets very cold it freezes and ice can melt when it is warmed.	
Links to History	<p>Talk about members of their immediate family and community.</p> <p>Name and describe people who are familiar to them.</p> <p>Understand “yesterday”, “today” and “tomorrow” as being in the past, present and future.</p> <p>Understand the past through key dates: Bonfire night , Remembrance day, Nativity,</p> <p>Explore how things are different or the same to the present.</p> <p>What lived on the planet before humans? How long ago did the dinosaurs live? What was the world like when the dinosaurs lived? How was the world different before humans?</p> <p>What do fossils tell us?</p>	<p>Understand the past through settings, characters and events encountered in books read in class and storytelling</p>	<p>Know some similarities and differences between things in the past and now, drawing on experiences and what has been read in class</p> <p>Identify and sort things that are living and have never lived.</p>
Geography	<p>Village walks and develop an understanding of what makes their local community i.e. school, Hallaton church, museum, park</p> <p>Make observations about their immediate environment.</p>	<p>What is land? What is a sea? What is an ocean?</p> <p>Can I find water on a map? Can I find land on a map?</p> <p>Creating their own maps- pirate treasure hunts</p> <p>Talk about simple similarities and differences between familiar places or places in pictures and stories</p>	<p>To locate places using directional language to navigate.inc Beebots</p> <p>Exploring key towns and their famous landmarks in the UK</p>